



Briefing Note: An update on the review of how schools are funded for teacher aides

To:	Hon Chris Hipkins, Minister of Education Hon Jan Tinetti, Associate Minister of Education		
Date:	1 April 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1253880
Drafter:	Victoria Hunter	DDI:	04 463 8891
Key contact:	Alanna Sullivan-Vaughan	DDI:	04 463 8414
Messaging seen by Communications team:	No	Round robin:	No

Purpose of report

This paper provides you with an update on the review of how schools are funded for teacher aides.

Summary

- The review of how schools are funded for teacher aides is being progressed under the Accord between the Ministry, New Zealand Education Institute Te Rui Roa (NZEI) and the Post Primary Teachers Association (PPTA). The Ministry is continuing work on reviewing how schools are funded for teacher aides based on the high-level options previously provided to you [METIS 1210487 refers].
- The Accord has agreed to a timeline for the review, working towards a 2024 implementation date of any recommended changes. A Sector Reference Group has also been established, and the first meeting was on 29 and 30 March 2021.
- In 2020, we met with the Minister's Youth Advisory Group and the Disabled Peoples' Organisation to inform them about this review and to help us define some key design criteria for us to use when evaluating different funding mechanisms options.
- We recognise the need to engage with a wide range of groups and organisations on this review, particularly disability groups, parent groups and the Māori medium sector. We will identify and consult with these groups over the next 18 months.

Proactive release

Agree that this Briefing will be proactively released.

Agree / Disagree

John Brooker
Group Manager
Education System Policy

01/04/2021



Hon Chris Hipkins
Minister of Education

21/5 / 21

9(2)(f)(iv)

Hon Jan Tinetti
Associate Minister of Education

5/04/2021

Background

1. The Accord agreed in 2019 between the Ministry, NZEI and the PPTA committed to considering how paraprofessionals, including teacher aides, are funded.
2. You approved a review of how schools are funded for teacher aides in January 2020 [METIS 120487 refers] with a preferred 2022 implementation date and 2023 as a fallback date.
3. The Teacher Aide Pay Equity Claim (TAPEC) settlement agreement identifies the review of how schools are funded for employees carrying out teacher aide work as one of three additional workforce matters to be incorporated into the Support Staff in Schools' Collective Agreement. The TAPEC settlement agreed that this work would be progressed under the Accord.

We have been working closely with Accord partners to progress this work

4. The Ministry is continuing work on reviewing how schools are funded for teacher aides based on the high-level options previously provided to you [METIS 1210487 refers]. The review is being progressed under the Accord [METIS 1210487 refers] and has been subject to discussions at Accord meetings. Key decisions were made in late 2020 to further progress this work.
5. The review will be informed by NZEI Te Riu Roa's Mōku te Ao approach and align with the Ministry's Māori education and Māori language strategies Ka Hikitia and Tau Mai Te Reo. Recommendations from the review will contribute to protecting, recognising, and uplifting ākonga Māori and ensuring that Māori can enjoy educational success as Māori.
6. The review will also support the key system shifts outlined as part of the Action Plan for Pacific Education 2020-2030 to transform outcomes for Pacific learners within the education system.

The Accord Governance Group agreed to work towards a 2024 implementation date

7. The Accord Governance Group agreed to work towards a 2024 implementation date of any recommended changes. This means that the Ministry has 18 months for policy development and more in-depth sector engagement on potential changes to the funding mechanism. The Accord Governance Group recognises this is significant and complex policy work, requiring involvement and consultation with education and disability sectors and whānau of learners with additional needs.
8. The 2024 implementation timeline is attached as Annex 1.

A Sector Reference Group has been established

9. The Accord Governance Group has convened a Sector Reference Group (SRG) to review how schools are funded for teacher aides. The purpose of the group is to gather expertise and knowledge from across the education sector to inform the review and implementation of any changes approved by Government. We also plan to develop, test and refine the high-level options previously provided to you with the group.
10. We envisage the group meeting every four to six weeks until mid-2022. The first meeting was held on 29 and 30 March 2021.

Terms of Reference (ToR)

11. A ToR for the SRG was agreed to by Accord members in late 2020. It was discussed at the first SRG meeting. It outlines the scope of the project, key issues and project objectives, the timeframe of the review and membership of the SRG.
12. The ToR approved by the Accord is attached as Annex 2.

Membership and chair of the SRG

13. The Accord has appointed the Honourable Tracey Martin as the independent chair of the group. The Accord Governance Group invited selected peak bodies and organisations to nominate members for the SRG using a skills-based nomination process.
14. Ngā Kura ā Iwi (NKAI) and Te Rūnanga Nui declined to participate in the SRG. We will work with them separately to review how their kura are funded for kaiāwhina.
15. We provided you with a list of the confirmed SRG members in an Education Weekly Update (EWU) in January 2021. The SRG members are listed in the ToR (Annex 2).

Developing ongoing engagement processes for the review

16. As set out in the ToR, we will also be working with the SRG to engage and communicate with the education sector, ākonga/learners and their whānau, communities and other agencies; this includes developing and agreeing the review's engagement approach.

Interest Based Problem Solving (IBPS)

17. The Accord requested that SRG members receive IBPS training. IBPS is a structured process for collaboratively solving problems where different parties try to satisfy both their own needs and needs of others. It aims to improve the quality of decision-making as it draws on the full range of ideas and interests that are available. This training took place in the first meeting.

Engaging with education and disability sectors, learners and their whānau is critical for this work

18. We recognise the importance of involving the education and disability sectors, learners with additional needs and their whānau in this work to ensure we develop a fairer and more equitable system that better supports all learners. We began engaging with key groups in 2020 and will continue to do so over the next 18 months.

Minister's Youth Advisory Group (MYAG)

19. We met with the MYAG on 15 October 2020 to talk about their experiences with teacher aides in schools to find out how we can promote effective teacher aide practice through how we fund. We asked what a "good" teacher aide looks like to them and what some of the barriers are that can impact how effective a teacher aide can be.
20. The MYAG provided valuable insights which will help us to consider some key factors into the funding mechanism design, specifically from a learner perspective. They asked that they continue to be involved in this work in 2021.

Disability sector

21. Engagement with different disability organisations and parent groups is crucial to ensure their experiences, feedback and insights inform any changes to teacher aide funding.
22. We met with the Disabled Peoples Organisations Coalition (DPO) on 10 December 2020 to inform them about this review and work together to define some key design criteria for us to use. This design criteria will help assess and evaluate different funding mechanisms. We explained how teacher aides are currently funded, and they told us from their perspective about the outcomes a teacher aide resourcing system should have for learners with additional learning needs. They were happy to be involved in the initial stages of this work and would like to be involved going forward. We will undertake ongoing engagement with the DPO Coalition over the next 18 months.
23. We will also identify and consult other disability organisations and parents' groups as needed.

Communications to schools

24. We provided an update to schools on the review via the School Bulletin in February 2021. The update outlined the scope and the aims of the review and the role of the SRG. We also provided an A3 overview of the review which is attached as Annex 3.

We will update you once we have explored high-level options with the SRG

25. Using an interest-based approach, the SRG will develop a more detailed work programme for the review. The work programme will include developing and agreeing the review's engagement approach and developing and refining high-level options.
26. We will provide you with an update on the progress of this review when we receive feedback from the SRG on the high-level options we plan to explore with them.

Annexes

Annex 1: Timeline for the review

Annex 2: Terms of reference for the SRG

Annex 3: A3 overview of the review